

**Oglala Lakota College**  
**Humanities & Social Science Department**  
**Course Syllabus**

Fall, 2016

*Rebuilding the Lakota Nation through Education*  
*Wounspe Ihuniyan Hci Lakota Oyate Kin Akta Ic'icakagapi Kte lo*



**Course Number and Name:** English 333 – Writing for Social Change

**Credit Hours:** 3 (Yamni)

**Class Section:**

**Class Location:**

**Day/Time of Class:**

**Instructor:**

**Phone(s):**

**Office Hours:**

**E-mail:**

**Required Text(s) and Materials:** Telling Stories to Change the World: Global Voices on the Power of Narrative to Build Community and Make Social Justice Claims, 1<sup>st</sup> ed. Solinger, Fox & Irani. ISBN 978-0415960809

**Prerequisites:** Engl 103 with a “C” or better

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**Humanities & Social Science Vision Statement:**

To produce graduates who will become leaders in their chosen field and help rebuild the Lakota nation through education.

**Humanities & Social Science Mission Statement:**

The mission of the Humanities and Social Science Department is to provide programs that ensure that students have the opportunity to learn key workplace skills while integrating cultural aspects of Wolakolkiciyapi. Our programs equip students with:

- verbal, written, and graphic design communications skills,
- the background necessary for skilled and ethical government administration,
- critical thinking, and
- general Humanities and Social Science knowledge.

**Course Description:** This course introduces students to the techniques and methods for writing for social change and social justice. Students will read a variety works, in several genres, by writers who worked to precipitate change in their lifetimes—with an emphasis on Native American authors. Students will develop, craft and revise their own writing with the

goal of impacting minds in their community, and in the world at large.

**Course Goal:** The goal of this course is to teach students to recognize the power of story, and to see the actions of reading and writing as potential strides towards social change.

**Course Rationale:** This course will educate students about the impact that storytelling can have on social ideologies.

**Outcome Alignment**

This section shows you what you will be able to do at the end of this course (Course Learning Outcomes CLOs) and how this course will help you reach OLC’s General Education Outcomes (GEOs), which describe the skills and knowledge that OLC would like all graduates regardless of their major to have acquired, as well as the Program Learning Outcomes (PLOs) of the BA in Social Science program.

<b>Course Student Learning Outcomes (CLOs)</b>  <b>(Wounspe Taku Unspepi Kte Kin He Le E)</b>	<b>GEOs</b>	<b>PLOs</b>
CLO 1: Identify and examine the elements of writing that is aimed at creating positive social change.	GEO 1, 2, 5, 8	PLO 2, 3
CLO 2: Analyze and interpret various rhetorical modes and the way they influence the message of the writer.	GEO 5, 6, 7, 8	PLO 1, 3, 4
CLO 3: Write openly and honestly about topics that impact the community—with the goal of creating social change.	GEO 1, 2, 3, 5, 7, 8	PLO 2, 3, 4
CLO 4: Write for multiple audiences (including diverse audiences) and purposes.	GEO 1, 2, 5, 7, 10	PLO 2, 4
CLO 7: Relate the acquired knowledge to your own experience, culture and values (Wolakolkiciyapi)	GEO 1, 2, 3, 7, 10, 11	PLO 2, 4

*Oglala Lakota College General Education Outcomes (GEOs):*

- *GEO 1: Apply cultural values in a learning atmosphere.*
- *GEO 2: Communicate effectively in writing using both Lakota and English.*
- *GEO 3: Demonstrate oral communication skills in both Lakota and English.*
- *GEO 4: Apply quantitative analytical skills.*
- *GEO 5: Examine concepts and theories across multiple contexts and disciplines.*
- *GEO 6: Critically review resource material.*

- *GEO 7: Develop ideas to address contemporary issues.*
- *GEO 8: Critically examine sovereignty.*
- *GEO 9: Demonstrate proficiency in the use of standard computer technologies.*
- *GEO 10: Examine the importance of diversity.*
- *GEO 11: Examine the contexts of Lakota social organizations, communities and global networks.*

*BA in English and Communication Studies Learning Outcomes (PLOs):*

*Students who complete the BA in English and Communication Studies will be able to:*

- *PLO 1: Think critically and practice information retrieval skills regardless of their area of specialization.*
- *PLO 2: Organize information and express thoughts using various writing strategies.*
- *PLO 3: Distinguish various literary devices and genres.*
- *PLO 4: Demonstrate their mastery of the various communication complexities.*

**Instructional Methodology:** Instruction of this class is accomplished through a mixture of lecture, discussion, and physical involvement by the student. Students will read chapters and handouts that pertain to the objectives pertinent to the assignment. Students will then complete assignments with assistance as needed from the instructor and classmates.

### **Lakota Perspective:**

This course stresses **Wolakolkiciyapi** of “learning Lakota ways of life in the community.” This course is based on the values of mutual respect and generosity (woohola na wochantognakapi), seeking to advance each individual’s knowledge through their continuing hard work (fortitude – wowalitake) and willingness to learn new information and viewpoints, as well as to demonstrate it, by speaking in front of the group (bravery – woohitike); all undertaken in an environment of complete truthfulness, trust, integrity and humility. We will do this by embracing the teaching of our ancestors as we learn new ways. Waunspe wicakiyapi ki iglutanyan ihani unpi kun hena itan waunspe tokeca uha ayin kte.

### **Homework:**

Oglala Lakota College follows the Carnegie model for required out of class work requirements. This means that for this 3-credit course, you should expect spending approximately six hours per week working on assignments outside the classroom. Each student should expect to spend two (nunpa) to three (yamni) hours out of class on reading and homework assignments each week, for every hour of class time (each credit hour), in order to perform satisfactorily. Therefore, if a course is three (yamni) credit hours you should spend approximately six (sakpe) hours outside of the course room on required readings and homework. Your homework will consist of readings from the textbook, reading outside sources, writing prompts, writing drafts, completeing final drafts, and studying for the midterm.

### **Assessment:**

Your work will be assessed by the instructor using a department specified rubric.

**Reading Load:** Reading will include approximately one (wanji) to two (nunpa) chapters per week, plus handouts and homework as assigned.

**Type & Amount of Writing Load:** Writing will include response essays, journal/blog entries and longer projects in a variety of genres.

**Evaluation and Grading:** Writing is required. Homework may consist of journal writing, fiction writing, poetry writing and play writing and completion of other exercises.

Final Drafts	50%
Response essays	20%
Final exam	10%
Class Participation & Attendance	20%

Total: 100%

A = Superior Quality Work = Demonstrated concept mastery by scoring 90% or better.

B = Good Quality Work = Demonstrated concept mastery by scoring 80-89%.

C = Satisfactory Quality Work = Demonstrated concept mastery by scoring 70-79%.

D = Marginal Quality Work = Demonstrated weak concept mastery by scoring 60-69%

F = Demonstrated concept mastery below the acceptable mark of 59%, which is well below what may be required in the business world.

W = Withdrawal = A student may withdraw from a course by filling out a Drop Card to be recorded by the Registrar. The student must sign this form if you drop yourself. A Drop Card may/can be filled out and signed by a counselor/instructor for lack of attendance.

## POLICIES

### **Policies:**

#### **Oglala Lakota College Policies:**

[http://www.olg.edu/local\\_links/registrar/docs/student\\_handbook.pdf](http://www.olg.edu/local_links/registrar/docs/student_handbook.pdf)

All policies regarding students are fully disclosed in the Oglala Lakota College Student Handbook which may be accessed at the above link. Summaries of the most relevant policies regarding this course are summarized below but it is recommended that students review the full policies in the Handbook.

#### **Disability Policy (85-600)**

Oglala Lakota College recognizes physical and mental disabilities that include mobility, sensory, health, psychological, and learning disabilities, and provides reasonable accommodations and/or referrals once the disability is adequately documented. While OLC's legal obligations only extend to disabilities of a substantial and long-term nature, it is also the College's practice to honor reasonable requests for accommodations and/or referrals for temporary disabilities such as physical injury, illness, or complicated pregnancy. The purpose of the provided accommodations is to ensure students with disabilities equal access to education.

**Student's Responsibility:** It is the responsibility of the student to make his or her disability and needs known in a timely fashion by submitting an application for service to the Coordinator of Student Affairs and to provide appropriate documentation and evaluations to support the accommodations the student requests. The student should also notify instructors at the beginning of the semester. Please contact the Coordinator of Student Affairs at 455-6083 if you have any questions regarding the application for service process including what documentation is needed and contact information for evaluation services.

#### **Academic Freedom (76-100)**

Academic freedom is the absence of restrictions placed upon the spirit of investigation, free inquiry and open discussion. In this spirit, the instructor exercises a professional judgment to select and interpret ideas, and the student has the right to challenge ideas and interpretations.

**Academic Dishonesty (76-300)**

Academic dishonesty is the taking of an examination or the preparation of papers for credit wherein the student knowingly represents the work of another as his/her own; and/or knowingly breaks stated examination rules. A student may be expelled and barred from further classes upon proof in a hearing set up by the Vice President for Instruction.

**Dropping / Adding Courses (81-300)**

If a student discontinues a subject and fails to allow the prescribed procedure for dropping a course, it may be recorded on his/her permanent record as an "F." It is the student's responsibility to verify that their online schedule shows that the course is officially dropped.

If a class is dropped after the second week, the student will be liable for the total cost of the tuition.

**Attendance Policy (81-350)**

If a student wishes to be excused from a class, it is the student's responsibility to clear the absence with the instructor. At that time the student must arrange for a make-up assignment. However, an excused absence is the same as an absence until the student has completed work equivalent to being in class within one week of the absence. Once the make-up assignment is completed, the instructor may change the absent to present depending on the circumstance and quality of work. This will only apply to no more than two absences.

A student will be dropped from a course after three consecutive absences or after five total absences by the Registrar.

**Tardiness Policy (81-370)**

A student shall be considered tardy for class, if he/she arrives late for class, but during the first hour of the class. A student arriving later than this may be marked absent.

If an instructor is late for a class, students must wait for one-half hour. After this time, the class will be considered cancelled for that week and must be made up.

**Standards of Conduct (86-300)**

OLC students will abide by the standards of conduct while on college premises. Every student has the right to a safe learning environment. To ensure this safety, acts of misconduct are subject to disciplinary action. Acts of misconduct include a) any actual or threatened physical violence; b) gross disorderly conduct; c) verbal abuse or harassment; d) vandalism of OLC premises; e) attending classes under the influence of alcohol or drugs; f) failure to properly supervise children on college premises; g) any other student conduct that causes a disruption in classes or business transactions on college premises; and h) failure to abide by the College's Gun-free/Weapon-free Policy.

**Computer Account and Network Policy (93-500)**

Oglala Lakota College network access may be used to improve learning and teaching consistent with the educational mission of OLC. OLC expects legal, ethical and efficient use of the network. All OLC network account usage is subject to examination or investigation as needed without prior notification or consent of the user. The use of the information system is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. Forgery of e-mail messages, reading, deleting, copying, or modifying the e-mail of other users, and sending unsolicited junk e-mail or e-mail chain letters are prohibited.

**Course Requirements, Expectations of Students:** Because OLC offers classes in three-hour blocks once per week, (for everyone's travel convenience), if you are absent from one OLC class session, it's like missing three classes at another college. (See student handbook).

- Unannounced quizzes and graded in-class exercises will be given; content can include any course material assigned, up to and including the current session.
- Your homework assignments must be turned in on the dates due to get full credit.
- You are expected to participate in class discussion; this provides evidence of your interest in and preparation for the class. It also helps gauge the effectiveness of the instruction and everyone's level of comprehension of the material presented. Most importantly, fellow class members benefit from your opinions and insights; in addition, the questions you ask may be about the same topic with which other students are having difficulty, so by helping yourself you also help them.
- If the Instructor is not present at the beginning of the class, and the College Center Staff has not heard from the Instructor, you should wait at least 30 minutes past the normal start-time and then if the Instructor has still not arrived, you may leave.

### **Department/Instructor Specifics:**

**Rubric:** The department utilizes a departmental writing rubric which will be used to assess writing.

**Attendance:** Communication is essential. If you are having difficulties and are in danger of being dropped, contact your instructor right away to discuss options BEFORE you are dropped.

This is a skills course--not a lecture course where you can borrow a friend's notes afterward. Typically, one or more skills will be explained briefly in class, and you will then spend most of the class time practicing the skills, making them your own. You will be learning in the best possible way, through doing. Since much of the value and meaning of the course is the work done in class, you must be here on a steady basis. In a real sense, if you miss class, you are missing the course. Therefore, you should determine now to attend class faithfully; otherwise, you will be wasting your time and money.

**Assignments:** Make-up assignments might not always be available in this class. Make up assignments will be allowed only if the student has a documented reason for being absent, the work is of sufficient quality, and is submitted within one week. Students who miss class three weeks in a row will be dropped if they do not communicate directly with the instructor.

### **Late Work**

Each student, present or absent, is responsible and accountable for his or her assignments, attendance, and participation. Missing class does not excuse a student from having work done at the next class.

- Assignments submitted late will be reduced in points.

**NOTE:** It is the student's responsibility to keep copies of all papers and records of grades in case of a grade dispute.

### **Incomplete and Grade Change**

There must be a valid reason to request a grade change or an incomplete. An incomplete grade or grade change is given only when the instructor feels special circumstances warrant it. Not getting work done on time, missing class, being tardy or leaving early are NOT valid reasons for incompletes or grade changes.

## WEEKLY SCHEDULE:

<i>Date</i>	<i>Session Topics / Lesson Outcomes / Alignment with Course Learning Outcomes</i>	<i>Assignments</i>
Oko Wanci	<ul style="list-style-type: none"> <li>• Identify syllabus contents</li> <li>• Identify Study Skills</li> <li>• What is Writing For Social Justice?</li> <li>• Writing Prompts - “What matters to you?”</li> <li>• Write an Autobiography</li> </ul>	<ul style="list-style-type: none"> <li>• Short paper about what students expect and hope to gain from this course</li> </ul>
Oko Nunpa	<ul style="list-style-type: none"> <li>• Write an Autobiography</li> <li>• Discuss Literary Elements and Genres</li> <li>• Figures of Speech (metaphor, simile, symbolism)</li> <li>• Writing Prompts – “In a Perfect World”</li> <li>• In Class Readings As Chosen by Instructor</li> </ul>	<ul style="list-style-type: none"> <li>• Readings As Chosen by Instructor</li> </ul>
Oko Yamni	<ul style="list-style-type: none"> <li>• Define Biographical Writing</li> <li>• Define Nonfiction and Memoir</li> <li>• Read and Discuss Elements</li> <li>• In Class Readings As Chosen by Instructor</li> </ul>	<ul style="list-style-type: none"> <li>• Choose three writers that fought for social justice in their lifetime – write one paragraph about each one</li> </ul>
Oko Topa	<ul style="list-style-type: none"> <li>• Discuss the Lives of Important Writers</li> <li>• Understand the Struggles of Their Time</li> <li>• Story Circle</li> </ul>	<ul style="list-style-type: none"> <li>• Choose one writer for the short biography project</li> <li>• Readings As Chosen by Instructor</li> </ul>
Oko Zaptan	<ul style="list-style-type: none"> <li>• Define Fiction and Elements of Fiction</li> <li>• Writing Prompt</li> <li>• In Class Readings As Chosen by Instructor</li> </ul>	<ul style="list-style-type: none"> <li>• 3 page biography project due next week</li> </ul>
Oko Sakpe	<ul style="list-style-type: none"> <li>• Discuss the Concept of Writing As Protest</li> <li>• Writing Prompt – “The Pen is Mightier”</li> <li>• Engage in Informed Debate</li> </ul>	<ul style="list-style-type: none"> <li>• Readings As Chosen by Instructor</li> </ul>
Oko Sakowin	<ul style="list-style-type: none"> <li>• Participate in Fiction Workshop</li> <li>• In Class Readings As Chosen by Instructor – Stories from Around the World</li> </ul>	<ul style="list-style-type: none"> <li>• Select a genre for your first major writing project</li> <li>• Create an outline</li> </ul>
Oko Saglogan	<ul style="list-style-type: none"> <li>• Midterm</li> <li>• Define Drama and Elements of Drama</li> <li>• Discuss and Identify Potential for Social Change in Acting Together Documentary</li> </ul>	<ul style="list-style-type: none"> <li>• First major writing project – 5 pages in chosen genre, rough draft due next week</li> </ul>
Oko Nalcinyunka	<ul style="list-style-type: none"> <li>• Discuss How Theater can Create Social Change</li> <li>• In Class Readings As Chosen by Instructor</li> <li>• Writing Prompts – “Denial, Ignorance and Hate”</li> </ul>	<ul style="list-style-type: none"> <li>• Readings As Chosen by Instructor</li> <li>• Revision of first major project</li> </ul>
Oko Wikcemna	<ul style="list-style-type: none"> <li>• Discuss the Elements of Poetry</li> <li>• Poetry as Resistance and Revolution - Readings Chosen by Instructor</li> </ul>	<ul style="list-style-type: none"> <li>• Find Three Poems that Say Something You Believe In</li> </ul>

Okok Ake Wanci	<ul style="list-style-type: none"> <li>• Share and Discuss Found Poems With Class</li> <li>• Writing Prompt – “This is What it Means to Be Bold”</li> <li>• The Power of Poetry Documentary</li> </ul>	<ul style="list-style-type: none"> <li>• Extra Credit Poetry Project</li> <li>• Choose genre for second major project</li> <li>• Create Outline</li> </ul>
Okok Ake Nunpa	<ul style="list-style-type: none"> <li>• Define and Utilize Symbolism</li> <li>• In Class Readings As Chosen by Instructor</li> <li>• Writing Prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Choose genre for second major project</li> <li>• Readings As Chosen by Instructor</li> </ul>
Okok Ake Yamni	<ul style="list-style-type: none"> <li>• Participate in Final Project Workshop</li> <li>• In Class Readings As Chosen by Instructor</li> <li>• Writing Prompt – “I Have a Dream”</li> </ul>	<ul style="list-style-type: none"> <li>• Second major project – 7 pages in chosen genre, with an emphasis on community</li> </ul>
Okok Ake Topa	<ul style="list-style-type: none"> <li>• Research and Analyze Various Print and Online Journals that Publish Social Justice Writing</li> <li>• Tips for Submissions, Reasons To Submit</li> </ul>	<ul style="list-style-type: none"> <li>• Final major project due on week 15</li> </ul>
Okok Ake Zaptan	<ul style="list-style-type: none"> <li>• Discuss Skills Gained</li> <li>• Give Feedback on Course Content</li> <li>• Complete a Self-Evaluation</li> <li>• Complete a Plan for Continuance of Writing for Social Change</li> </ul>	<ul style="list-style-type: none"> <li>• Any work from the semester that has not been turned in for a grade may be submitted for partial credit</li> </ul>

**Disclaimer:** Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Oglala Lakota College and any student. The instructor reserves the right to make changes in course content or instructional techniques without notice or obligation. Students will be informed of any such changes. Additional student rights and responsibilities are outlined in the Student Handbook. [http://www.olc.edu/local\\_links/registrar/docs/student\\_handbook.pdf](http://www.olc.edu/local_links/registrar/docs/student_handbook.pdf)